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ABSTRACT

The undergraduate curricula of 10 San Francisco Bay Area colleges were evaluated to determine how students are being prepared for an increasingly internationalized world. The Higher Education Foreign Language and International Studies Survey (included as an appendix to this study) was distributed to each institution in the sample. To assess students' preparation for the international work environment, requirements for minimum competence in foreign languages and international studies were examined, along with courses and majors that have substantial international, cross-cultural, or comparative focus. Response of the Bay Area colleges and universities to the internationalization of industry and to the challenge of educating students to work in the world economy was considered by examining enrollments in language courses and courses with a specific area focus as well as innovations or initiatives by relevant departments to strengthen the international curriculum. Off-campus programs that place students in an international setting to live, study, or work were also assessed to determine the practical experience that students obtain in international education. The schools participating in the survey were: Chabot College, Foothill College, Merritt College, Mills College, San Jose State University, San Francisco State University, Stanford University, the University of California at Berkeley, the University of San Francisco, and the University of Santa Clara. (SW)

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EDUCATING FOR INTERNATIONAL COMPETENCE: A CURRICULUM SURVEY OF SAN FRANCISCO BAY AREA COLLEGES AND UNIVERSITIES

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BAY AREA AND THE WORLD PROJECT

PREFACE

International competence is the ability, individually and collectively, to think with sophistication, plan with foresight, function with effectiveness, and act with confidence in today's highly internationalized economic and political environment. Many American citizens, perhaps even most of us, lack such abilities at a time when the nation's and the world's economic and security interests require them most. Indeed, the effect of our shortfall is accentuated by the apparently greater international competence of many of our competitors and colleagues abroad.

For example, most Americans consider it a great advantage that English is the international language of business: this spares them the hardship of learning the languages of other countries where they do business. However, this apparent advantage also cuts them off from a great deal of important information and from important cultural cues which could help them. The "advantage" of knowing and using only English can quickly become a competitive disadvantage when considered in this light.

There are some 10,000 Japanese businessmen in the United States most of whom speak fluent English, many of whom have studied in American universities. Compare the broad spectrum of formal and informal information available to them with the very limited information with which their 600 American counterparts in Japan attempt to function. Most of the latter speak little or no

Japanese and have had little or no prior Japanese experience. The American disadvantage is obvious.

The same holds true in many other cases, whether Germany or France, Korea or Brazil, Saudi Arabia or India. The widely acknowledged fact remains that most of our competitors know more about us than most of us know about them. What is less widely acknowledged in the United States is that this matters.

Jet travel and instant telecommunications, maturing post-war economies and the growing gap between developed and developing countries, and of course nuclear arms and the ability to deliver them across the world in a matter of minutes have inalterably changed the scale on which people think and live. Nations and peoples are fully interdependent through their economic, political and ecosystems, yet their cultural systems resist change; they resist accommodation to the new global and international reality that our human ingenuity has created. The United States in particular - large geographically isolated, successful, powerful, and unaccustomed to strong competition - faces especially demanding adjustments. To realize that what had worked so well for many years after 1945 may not work well now is threatening and disorienting, but slowly we are warming to the challenge of adaptation and success in a new global environment.

In this study, Carl Zachrisson, Jr. and Ruth Tebbets have looked at what colleges and universities in the San Francisco Bay Area

do to prepare undergraduates to live and work in the internationalized world of today. The undergraduate curriculum in a stratified sample of Bay Area colleges and universities is the focus of their analysis. This study is a companion report to several others undertaken on this same theme by the Bay Area and the World Project. The others include international elements in the business curriculum, coverage of international topics in the Bay Area media, and international content in secondary school curricula.

The results of the study are encouraging in that opportunities are generally available for at least some students to improve their international competence through university studies. On the other hand, the results are discouraging in that Bay Area colleges and universities put virtually no priority on requiring such competence among their graduates. Moreover, relatively few students take advantage of what is available. In presenting this report, we would like to help clarify the nature of the problem and stimulate appropriate responses toward its resolution.

The Bay Area and the World Project was initiated in 1981 for the primary purpose of developing and disseminating useful information about the international relationships of the San Francisco Bay Area and about their important regional impacts. The basic aim of the Project is to facilitate and encourage public understanding of these relationships and to help bring about stronger individual and institutional competence in

handling the Bay Area's public and private international affairs.

Our sincere thanks to Carl Zachrisson, Jr. and Ruth Tebbets for their thoughtful treatment of this topic and to all those on the campuses represented in this report who spent time and effort providing data and reviewing the initial draft of this study. Our thanks also to the William and Flora Hewlett Foundation for their support of this effort within their larger funding of the Bay Area and the World Project which is responsible for this report.

Peter Wollitzer
Executive Director

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INTRODUCTION

There is growing fear at the highest levels of business and government that the United States is not competitive in the new international economy. The need for individuals competent to conduct business and government affairs in an international context is immediate. Imports and exports now account for more than one quarter of the Gross National Product of the United States, a percentage that has grown dramatically from even a decade ago. This increased dependence on the global market has created an unprecedented and largely unacknowledged dependence on international skills and perspectives in U.S. corporations.

Until recently, only an elite segment of the management community had contact with international operations. Now the need to analyze business issues from a global perspective and to understand the environment of foreign trade has penetrated all sectors of the economy and reached a broad spectrum of employees. Careers in banking, finance, marketing, management consulting and many other fields more and more frequently include an international component. In addition to the international thrust of U.S. corporations, the numbers of Americans working for foreign firms has increased substantially.

While the importance of the international marketplace to the U.S. economy has grown enormously, our competitive edge has eroded in many places. Japanese and Europeans have captured much of the

world market in many of the older, established industries and in the new high technology fields. Many leaders in business and education emphatically agree that the future of the United States economy is tied to our ability to compete more effectively in the international marketplace. They have consequently turned critical attention to education appropriate for work in a world economy.

Scientific and technological prowess have been widely emphasized in such an education. However, several groundbreaking studies commissioned by business and education leaders indicate unequivocally that the United States is not producing graduates who can operate with sophistication and effectiveness on the international scene. A 1979 report to the President from the Commission on Foreign Language and International Studies concluded after a year of intensive evaluation that there has been "a serious deterioration in this country in language and research capacity." It reported that, "Our gross national inadequacy in foreign language skills has become a serious and growing liability." A recently released study of the Business-Higher Education Forum, a panel of national leaders in education and business, concluded in its report, America's Competitive Challenge: The Need for a National Response, that, "the central objective of domestic policy for the remainder of the decade must be to improve the ability of American industry and American workers to compete on an international scale." The report made specific recommendations to expand the international content of university curricula.

In the San Francisco Bay Area, a recent panel of business executives and education leaders agreed that most recruits from U.S. business schools are unprepared for managing businesses with international interests. "It is vitally important for executives to understand the culture and language of the country their firm is selling or manufacturing in," said Leonard Marks Jr., Executive Vice President of Castle and Cooke. Peter L. Thigpen, President of Levi Strauss, U.S.A., pointed out that companies are learning the importance of international skills only as they begin to lose a competitive edge. "Crisis will prompt action," Thigpen said. "Like the automakers in Detroit, everyone has us beat when it comes to international management skills."

In contrast, educators in many foreign countries, have long placed strong emphasis on the attainment of language skills and knowledge of other cultures, the foundations of international competence, as basic ingredients of a general education. Foreign business education has likewise maintained a strong international orientation. In Japan, for example, a university has been founded for the express purpose of teaching the skills needed to conduct business internationally. The large numbers of foreign students enrolled in U.S. business programs (over 59,000 in academic year 1981-82) is another indication of the seriousness with which other countries have approached the need to look beyond their national horizons.

In response to the national and local concern for the need to educate for international competence, this report looks directly

at the undergraduate curricula of Bay Area colleges and universities to ask how, if at all, these institutions are responding to the pressing challenge of preparing undergraduates for a lifetime of work in an international context. Three central questions underlie this examination:

1. Are students graduating from Bay Area colleges and universities at least minimally prepared to function in an internationalized work environment? This question is addressed in Part I by examining requirements for minimum competence in foreign languages and international studies that exist at different Bay Area colleges and universities and by looking at courses and majors that have substantial international, cross-cultural, or comparative focus.

2. How have Bay Area colleges and universities responded to the internationalization of industry and to the challenge of educating students to work in the world economy? Part II addresses this question by examining enrollment trends and other changes over the past decade in foreign language courses and in courses with international content. Initiatives to expand or upgrade international education currently being considered or implemented are also discussed.

3. What kinds of practical experience can students at Bay Area colleges and universities obtain in international education? Part III examines off-campus programs that place students in an international setting to live, study or work.

Each section contains recommendations that could, if implemented, help Bay Area colleges and universities meet the pressing challenge to educate students to be sophisticated, effective and comfortable working in an economically and politically interdependent world - in other words, to be internationally competent.

At best, this report will serve as a catalyst for discussion and action to expand and upgrade the international education curricula of Bay Area colleges and universities. The thoughtful reader will realize that many important questions and issues lie beyond the scope of this report. Such pragmatic issues as how international education courses can be expanded in an era of stable or shrinking enrollments, how language requirements can be instituted when budgetary cutbacks preclude hiring additional faculty, and how the need for concrete foreign language and international skills can best be balanced with traditional academic values are questions that need to be addressed. Hopefully, this survey of international education curricula and programs at Bay Area institutions of higher learning along with the recommendations for their improvement that are offered here will serve as a foundation for considering such policy issues.

Procedures

Information for this report was obtained from a four page questionnaire, the Higher Education Foreign Language and International Studies Survey (Appendix 1) that was distributed to a stratified sample of ten colleges and universities in the Bay Area. Institutions were selected to include public and private sectors, major research universities, liberal arts colleges, church-affiliated universities, state universities and community colleges. Participating institutions were: Chabot College, Foothill College, Merritt College, Mills College, San Jose State University, San Francisco State University, Stanford University, the University of California at Berkeley, the University of San Francisco, and the University of Santa Clara.

The focus of this report is on institutions and their curricula, not on students. The international or ethnic composition of student bodies, which itself might be a source of international or cross-cultural education, is not examined. Readers interested in the international composition of student bodies should consult the 1983 report of the Bay Area and the World Project entitled The World's Students in Bay Area Universities.

Finally, it is important to note before proceding that international competence can be gained in other ways than through a college or university education. This report is meant to highlight only the impact of higher education policy on the international competence of graduates of Bay Area institutions.

PART I. ARE UNDERGRADUATES ADEQUATELY PREPARED TO WORK IN THE INTERNATIONAL MARKETPLACE? A SURVEY OF FOREIGN LANGUAGE AND INTERNATIONAL EDUCATION CURRICULA AT BAY AREA COLLEGES AND UNIVERSITIES

One method of evaluating undergraduate preparedness to work in the international marketplace is to ask what the minimum level of international competence is that all students are expected to achieve. In the first section of Part I we survey minimum requirements in foreign languages and international education[1] at Bay Area colleges and universities.

A second method of evaluation is to examine course and program offerings available to undergraduates in foreign languages and international education. In the second section of Part I, elective courses and majors with a substantial focus on international, cross-cultural, or comparative issues are examined.

1. Minimum Requirements in Foreign Languages and International Education

Campus-wide foreign language entrance and exit requirements are reported in Table 1. Three of the ten institutions require some experience with a foreign language as a prerequisite to

[1] International education is a term we use to refer to courses or programs with a substantial international focus, including, for instance, courses that center on a country or region (such as Asian studies or contemporary Japan), comparative courses (such as comparative religions), and courses that treat multinational institutions or problems (such as energy).

TABLE 1

CAMPUS-WIDE REQUIREMENTS IN FOREIGN LANGUAGES
AND INTERNATIONAL STUDIES
AT BAY AREA COLLEGES AND UNIVERSITIES

Institution	Entrance Requirements[1]	Exit Requirements[1]
U. C. Berkeley	L	
+ San Francisco State University		
+ San Jose State University		
Chabot College		
Foothill College	IS	
Merritt College		
University of San Francisco	L	IS
University of Santa Clara	L	L, IS
Mills College		
Stanford University		L, IS

[1] L = Language requirement
IS - International studies requirement

+The California State Colleges and Universities are considering a system-wide exit requirment in foreign language as of this writing.

undergraduate admission. The University of California at Berkeley and the University of San Francisco both require two years of high school foreign language; the University of Santa Clara expects three.

Stanford and the University of Santa Clara have exit requirements in a foreign language. Stanford mandates a year of college level language study or its equivalent; Santa Clara requires three courses for humanities students and two for science, business, and social science majors. There is no requirement for students in the School of Engineering. The California State University system is considering a system-wide exit requirement in a foreign language; such a requirement does not currently exist.

A course with some international content is required of students in four of the colleges and universities (also listed in Table 1). At Foothill College, all associate degree (AA) candidates and transfer students must complete a cross-cultural or ethnic studies course in the humanities or social sciences. At the University of San Francisco, the general education curriculum required of all students includes six units of world civilization, and Santa Clara mandates a two or three course unit in western culture. Stanford distribution requirements include one course in a non-western culture. There are no admission requirements in international studies.

In summary, only half of the participating Bay Area colleges and universities report any requirement for foreign language study.

Even among those institutions that do mandate a minimum level of language competence, having taken two or three years of language in high school exempts students from the necessity of studying further in college. Only four of the responding institutions mandate coursework in some aspect of international studies.

It should be noted that even where there are language requirements, there is no generally applied standard of proficiency. Courses at either the high school or college level may vary dramatically in the amount of material covered, whether the emphasis is on spoken or written language, etc. A Rand Corporation study on international education, for example, reports that a common criticism of employers who hire college graduates for their language skills is that students' language training often leaves them poorly prepared for its practical use. To offset the problem of unstandardized levels of competence, a few colleges and universities are beginning to adopt the U.S. State Department system for rating language proficiency.

Some colleges and universities with no campus-wide requirements do mandate taking a foreign language or an international education course in some schools or majors. Some institutions that do have campus-wide requirements make more specific or extensive requirements in particular schools or departments. Information on these requirements is presented in Table 2.

TABLE 2. SCHOOLS AND MAJORS WITH REQUIREMENTS IN FOREIGN LANGUAGES AND INTERNATIONAL STUDIES AT BAY AREA COLLEGES AND UNIVERSITIES*

INSTITUTION	SCHOOL	DISCIPLINE				
		Humanities	Social Sciences	Area Studies/ Interdisciplinary	Business	Science
*University of California, Berkeley	School of Business, Chemistry and Chemical Engineering, Letters and Science	Classics, Comparative Lit, Film Studies, French, German, Italian, Oriental Languages, Romance Languages and Literatures, Scandanvian Languages and Literatures		Asian studies, Chicano studies Development Studies, Latin American Studies, Middle Eastern Studies, Near Eastern Studies, Political Economy of Industrial Societies, South and Southeast Asian Studies, Dutch Studies	Business Administration	
San Francisco State University		Classics, Modern Languages and Literatures (Chinese, French, German, Italian, Japanese, Russian, Spanish) Bachelor of Music				
San Jose State University	School of Social Work	Art/Art History, Comparative Literature, English, Foreign Languages (French, German, Italian, Japanese, Latin, Russian, Spanish)			Business Administration/ International Business	
Chabot College		Foreign Languages (French, German, Portugese, Russian, Spanish)				
*Foothill College		Chinese, French, German, Hebrew, Italian, Japanese, Latin, Art, History	Economics, Law and Society, Political Science			

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TABLE 2. (CON'T)

INSTITUTION	SCHOOL	DISCIPLINE				
		Humanities	Social Sciences	Area Studies/ Interdisciplinary	Business	Science
University of San Francisco		Modern Languages and Classics (French, German, Greek, Hebrew, Italian, Japanese, Latin, Mandarin, Russian, Spanish)				
University of Santa Clara		Classics, Modern Languages and Literatures (French, German, Italian, Spanish)				
Mills College		French, French Studies, German Studies, Hispanic Studies	Gov't/International Relations, Administrative and Legal Processes/International Processes			
Stanford University		Art/Art History, Linguistics, Classics, Comperative Literature, Asian languages, French and Italian, Asian Studies, Slavic Languages and Literatures, Spanish and Portugese, German Studies	Anthropology	International Relations, Latin American Studies, Afro-American Studies, East-Asian Studies, German Studies, Russian and East European Studies		

/A slash designates a track within a major. This, for example, refers to the international relations concentration within the government major.

*indicates institution-wide entrance or exit requirements in foreign languages or international studies (see Table 1 for details)

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One can see that majors in the humanities are most likely to be required to learn a foreign language. This is largely explained by the fact that foreign languages themselves are included in the humanities. When these are dropped from consideration, there is no special propensity for the humanities to require a foreign language. At only two schools, for example, do history majors have language or international studies requirements.

Interdisciplinary majors most frequently require international studies. Many of these are area studies majors such as Asian studies or Dutch studies. Some interdisciplinary majors such as development studies and the political economy of industrial societies at Berkeley and international relations at Stanford have a global perspective as their core. In this sample, the large research universities (Berkeley and Stanford) offer most of the innovative courses with a global perspective. Mills College, a small college with strong international offerings, is an exception. It offers an international relations concentration in the government major and an international processes track in the administrative and legal processes major.

In the social sciences there is a noticeable lack of requirements beyond those that are university-wide. Exceptions to this exist at Foothill College, which requires an international studies course of majors in economics, law and society, and political science, and at Mills and Stanford, which both have requirements in two social science courses.

The sciences have a dearth of requirements beyond the general campus-wide mandates. Berkeley's College of Chemistry and Chemical Engineering, which requires two courses in German, is an exception.

Whether business is a major or a school, business students are required to take foreign languages and/or international studies at many responding institutions. The richness of offerings in business may well reflect the better ability of an applied discipline such as business to keep pace with the changing world than the traditional academic disciplines. For an in-depth look at the international dimensions of Bay Area business programs, see International Business Education in Bay Area Universities: Meeting the Challenge of Global Competition. (Bay Area and the World, 1983).

To summarize, there is wide variation in minimum competence in foreign languages and international education mandated at Bay Area colleges and universities; it depends upon the institution, discipline, and major that students select. Private schools are more likely to have institution-wide requirements than public schools and, among majors and disciplines, business programs are most likely to have an international requirement while the sciences are least likely.

2. International Education Courses, Majors, and Programs

Having looked at minimum requirements in international education,

we now examine majors, courses, and programs that educate for international competence. Table 3 lists by discipline courses and majors reported by participating colleges and universities to have a substantial international, cross-cultural, or comparative focus.

This table displays a wide variation among reporting schools in the availability of courses and majors that prepare undergraduates for participation in the international marketplace. It is the large, research universities (Berkeley and Stanford) where students can specialize in many areas of the world, choose among a wide variety of languages, or get an international perspective within many of the traditional majors. At the other end of the continuum, the community colleges offer very few courses with such a focus. A rationale for this lack in the curriculum of community colleges may be that a very large percentage of their students go on to study at four-year colleges, often at schools in the California State University System. It is thus particularly striking that the two schools in the State University System, accounting for over 33,000 students, together report only two majors in the non-professional fields with a substantial international, cross-cultural, or comparative focus. The private and church-affiliated schools offer a mid-range of such courses.

In summary, the large research universities offer a rich variety of courses and majors with an international focus for students who want to specialize in these areas. There is a noticeable

TABLE 3. UNDERGRADUATE MAJORS, COURSES, AND PORGRAMS WITH A SUBSTANTIAL FOCUS ON CONTEMPORARY INTERNATIONAL, COMPARATIVE, OR CROSS-CULTURAL ISSUES AT BAY AREA COLLEGES AND UNIVERSITIES

INSTITUTION	MAJOR OR PROGRAM				
	Humanities	Social Sciences	Sciences	Area Studies/ Interdisciplinary	Business
University of California, Berkeley				Asian Studies, Development Studies, Middle Eastern Studies, Political Economy of Industrial Societies, Political Economy of Natural Resources, South and Southeast Asian Studies, Afro-American Studies, Asian-American Studies, Chicano Studies, Native American Studies	
San Francisco State University				International Relations	Business Ad/ International Business
San Jose State University		Area Studies (minor)		Latin American Studies, African Studies, Asian Studies (all minors)	Business Administration
Chabot College					
Foothill College				Multi-cultural Studies	
Merritt College				3 courses in ethnic studies	
University of San Francisco		Government/ Int'l Relations[1]		Certificate Programs in Western Europe and Latin American Studies	College of Business/ Int'l Business
University of Santa Clara	History	Political Science/ Comparative Politics and International Relations, Anthropology			
Hills College		Administrative and Legal Processes/ Int'l Processes, Government/Int'l Relations			
Stanford University		Anthropology, Political Science, Religious Studies, Sociology		African and Afro-American Studies, British Studies, International Relations, Latin-American Studies, Russian and East European Studies,	

[1] A slash designates a track within a major. This, for example, refers to the international relations concentration within the government major.

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lack of such courses at other schools, particularly the community colleges and, to a lesser extent, the state universities.

With minimal requirements but excellent programs available in foreign languages and international education at Bay Area colleges and universities, one might ask what a "typical" profile for a graduating senior is. From the curricula surveyed, we can conclude that students' preparation for participation in the international marketplace depends both upon the institution students attend and upon the area of specialization they select. Students at the elite universities choosing the humanities and interdisciplinary majors are most likely to face requirements and offerings in international education and foreign languages. Those specializing in the social sciences are somewhat less likely to, and students in the physical and mathematical sciences least often meet mandates or course offerings in foreign languages or international education at any institution. Students in the state university and community college systems have relatively fewer internationally oriented courses or majors available to them.

3. Summary and Discussion

Having now looked at foreign language and international education requirements mandated at Bay Area colleges and universities as well as courses offered in these areas, we return to the original question of how well prepared Bay Area college graduates are to work in the international marketplace.

This survey indicates that minimum expectations, across the board, are very low. Only half of the institutions make any minimum requirement of all their students. No institution makes a language requirement that could not be waived with two or three years of high school level work. With few exceptions, requirements at other administrative levels (schools, disciplines, and majors) are more elaborate only for students who choose to specialize in foreign languages or area studies. Expectations for course work in international education are even scantier than for foreign languages. Most students at this sample of Bay Area colleges and universities can achieve an undergraduate education with no significant preparation for working in the international marketplace.

On the other hand, students attending the large research universities who are motivated to study a foreign language, a geographic area, or some other aspect of international education have a wealth of courses and concentrations to select from. They can specialize in almost any geographic area, study even obscure languages in depth, and tackle a variety of international issues.

In summary, Bay Area colleges and universities taken in aggregate score low on preparing large numbers of undergraduates who are internationally competent and high on their ability to produce small numbers of students with considerable expertise in foreign languages and some aspect of international affairs.

This uneven distribution of students with international expertise

suggests the need for more broadly-based opportunities and/or requirements in international education. Examples of methods used at some of the responding colleges and universities to achieve a minimum level of international competence are presented below.

One important ingredient for making the international dimension integral to an undergraduate education is leadership. University leaders, whether faculty or administration, must assume major responsibility for the articulation of the belief that educating for international competence must be a priority. A policy recommendation by the Board of Trustees at the University of Santa Clara displayed such leadership. In a very unusual move taken in their collective belief that a foreign language is vital to both students' employability and their capacity to function in today's world, the business, government service, and education professionals on this Board recommended the inclusion of a foreign language requirement in a new core curriculum. This recommendation was subsequently accepted by the faculty and integrated into the new curriculum requirements.

Such leadership can come from various places in a university. At Berkeley and Stanford, it was an interdisciplinary team of researchers with interests in the Soviet Union who successfully secured a million dollar grant from the Rockefeller Foundation to study the Soviet Union. In other instances, a committed individual has been responsible for initiating and eventually implementing international studies program.

There is a particular need for leadership to promote international education in subject areas in which there has traditionally been a poor integration. A 1979 Rand Corporation study, for example, reported a shortage of individuals with a skill mix in some aspect of international studies and the sciences, sociology, and economics.

Another method of making international education courses accessible to more students is to assure that it is appropriately placed in the curriculum. At best, all students, regardless of their major, will be exposed to international education courses or perspectives. The type of integration this suggests is that international education be both broadly dispersed throughout the disciplines and concentrated in a program or major that stands on its own.

The international relations major at Stanford has these desirable characteristics. Established in 1976 as the outgrowth of faculty interest in formalizing the role of international studies in the university curriculum, this major permits students to select one of three areas of concentration: political and historical, humanistic, or economic and policy-oriented. As an interdisciplinary major, international relations can both draw from exsiting international education offerings and promote such courses in areas where they do not exist, thus giving both visibility and a support base to international education.

To make recommendations from these findings, Bay Area colleges

and universities could better educate for international competence by making international education resources visible and accessible to more students. This would entail making international education a priority at schools that have neither requirements for minimum competence nor substantial course offerings in international education. Establishing an interdisciplinary major in a central aspect of international relations is one recommended method of giving visibility and a power base to international education. Attention should be given in all schools to methods of integrating international education with disciplines in which it has a low or non-existent profile. In particular, effort needs to be made to develop ways of introducing international education into the sciences.

PART II. MEETING THE CHALLENGE OF THE 80'S: THE RESPONSE OF BAY AREA COLLEGES AND UNIVERISTIES TO THE INCREASED NEED FOR GLOBAL EDUCATION

At the same time that there is a new and pressing need for internationally competent college graduates, there is evidence on the national level that colleges and universities have become ill-equipped to produce such students. For example, the 1979 Rand study previously cited reported that beginning in the late 1960's there has been a continuing and significant decline in foundation and federal support to foreign language and international education. This same report found that the study of all languages at colleges and universities has declined about 10% since the 1960's.

Part II addresses in several ways the question of how Bay Area colleges and universities have responded to the current need for internationally competent graduates. First, current enrollments in courses teaching foreign languages are compared to enrollments of ten years ago. Enrollments in courses with a specific geographic focus are also examined. Undergraduates today are concerned with the relevance of their training to employment opportunities. The third section of Part II examines initiatives taken by language departments to address students' employment concerns. Finally, efforts to increase international, comparative, or cross-cultural curricula are examined.

1. Enrollments in Language Courses, 1971-72 and 1981-82

Enrollments in courses teaching European languges for 1971-72 are compared to 1981-82 in Table 4. There is a very modest increase of 420 students studying the five most popular European languages over this time period.[1] Within these languages, the only noticeable shift has been between French and Spanish. In 1971-72, Spanish was the most popular language by a small margin, and in 1981-82, French had taken this spot by a similarly small margin.

Students enrolled in the five most popular non-European languages have increased much more dramatically. As Table 5 indicates, the number studying these languages has doubled in the past decade. In 1971-72, three of the reporting schools taught Japanese to a total of 744 students. Now, six schools teach Japanese to 2,532 students. Japanese overtook Chinese as the most popular non-European language in the past decade, a switch no doubt tied to Japan's increasingly powerful role in the world economy over this time period.

[1] The base population of reporting institutions has not changed significantly over this time period. Using percentages rather than the absolute numbers reported here would tell the same story.

TABLE 4

ENROLLMENTS IN EUROPEAN LANGUAGES 1971-72 and 1981-82

1971-72

Rank	Language	Institutions Offering	Student Enrollment
1	Spanish	8	6731
2	French	8	6635
3	German	8	4040
4	Italian	5	1469
5	Russian	4	778

1981-82

1	French	9	7265
2	Spanish	9	6972
3	German	8	3086
4	Italian	7	1909
5	Portuguese	4	841

TABLE 5

ENROLLMENTS IN NON-EUROPEAN LANGUAGES 1971-72 and 1981-82

1971-72

Rank	Language	Institutions Offering	Student Enrollment
1	Chinese	3	927
2	Japanese	3	744
3	Hebrew	1	213
4	Arabic	1	56
5	Persian	1	15

1981-82

1	Japanese	6	2532
2	Chinese	6	1784
3	Hebrew	2	253
4	Arabic	2	157
5	Persian	1	125

That language study at Bay Area colleges and universities is somewhat more widespread and less Euro-centric than it was a decade ago indicates some responsiveness on the part of Bay Area colleges and universities to changing needs. One must still ask whether there is a correspondence between the need for facility in certain languages and the share these languages occupy in the language instruction market. It may be a cause for concern, for instance, that only 27 students in the Bay Area were reported to be studying Malay/Indonesian, spoken by a significant portion of the world's population.

2. Enrollments in Courses with a Specific Area Focus

Table 6 presents 1981-82 student enrollment in courses focusing on six geographic areas. Courses focusing on Western Europe enrolled 1407 students in 1981-82, nearly three times as many students as the next most popular geographic area. Latin America was second in popularity (554 students), followed by Asia (471), Africa (398), Eastern Europe (205), and the Mideast (28).

TABLE 6

COURSES WITH A SPECIFIC GEOGRAPHIC FOCUS, 1981-82 [1]

Rank	Area	Students Enrolled
1	Western Europe	1407
2	Latin America	554
3	Asia	471
4	Africa	398
5	Eastern Europe	205
6	Mideast	28

[1]Based upon 6 responding institutions.

This distribution of student enrollment by geographic area certainly reflects the historical focus of American education on Western Europe. It may not correspond to current demands for knowledge of geographic areas. It is shocking, for example, that despite critical U.S. interests in the Middle East, only 28 students are enrolled in courses covering this area. The total of 471 students enrolled in courses concerning Asia is miniscule given the magnitude of U.S. interests in that region.

3. Innovations by Language Departments to Meet the Increased Job Placement Concerns of Undergraduates

In this section, initiatives undertaken by language departments at the various Bay Area colleges and universities to meet the increased job placement concerns of undergraduates are examined.

At the University of California, Berkeley, a sample of ten language departments revealed a greater concern about job placement for students with advanced degrees than for undergraduates. Nonetheless, three of the ten departments did report recent curricular changes.

In the French department, majors can now specialize in either of two areas, literature or civilization. Over half of students choosing the civilization option complete a dual or double major in another field such as political science or business, "where French will be useful to their own direction."

The German department is developing for 1983-84 a two-semester course to be required of lower division students taking German language courses. The course will highlight culturally significant events of post-war Germany from several perspectives: economic, social, political, and literary. A series of tapes is being developed to summarize in simple German the lectures presented in English. The tapes serve as a main integrating force between the language courses and the culture course. The German department also offers a course in business German.

Five years ago, the department of Spanish established an undergraduate major in Latin American studies designed to enable students to compete more effectively for jobs with companies in Latin America. This program has grown rapidly and now enrolls 25-30 students. During the summer of 1982, the department offered an experimental course in interpretation and translation for undergraduates and others, such as employees of State agencies.

While some departments report no recent curricular changes, they do offer courses of long-standing which contribute to the preparation of students for jobs. For example, the Slavics department gives a course in specialized Russian for students in physics and chemistry who wish to have such a professional research tool. South and Southeast Asian Studies teaches broadly about culture in its introductory language courses.

The department of Near Eastern Studies has hired a graduate

student assistant to organize career seminars and to set up a career placement service for both graduate and undergraduate students.

The department of Oriental Languages reports it is only geared toward undergraduate job placements insofar as students undertake a double major or elect Oriental language courses to complement a major in another department.

Some departments questioned the appropriateness of offering specialized courses or curricula to prepare undergraduates for jobs. They expressed concern that the practical emphasis might jeopordize academic standards.

San Francisco State University reports no curricular changes in its language departments, with the possible exception that some of the language departments have developed conversation-oriented courses.

San Jose State University reports that faculty advisors inform prospective and continuing foreign language students of careers or employment areas in which foreign language skills are of central or secondary importance.

Chabot, Foothill, and Merritt Colleges report that there have been no curricular changes.

At the University of San Francisco, certificates in Latin American and Western European Studies have been initiated in order to attract and serve students majoring in business administration and other pre-professional fields.

The University of Santa Clara reports that beginning in the 1982-83 academic year there has been a section of Spanish for business students. In addition, "civilization" courses have been created in several foreign language departments. In terms of advising students who are language majors, oral and written information is provided to students telling them of career possibilities, suggesting joint majors, and recommending courses to supplement language study.

Mills College reports several innovations in their language curricula. They now give certificates of proficiency in a foreign language to students who want to be able to market their language skills but do not have time to complete a major in a foreign language. Also, in each of the language departments, a class has been recently introduced which emphasizes the culture and civilization of the nations which use that language. These courses are designed to help students become acculturated to foreign countries where they might be living, and to substitute for expensive in-house training by employers.

Stanford is now offering more translation programs in several languages (Russian and German), a trend which it describes as the "vocationalization" of languages.

In summary a number of initiatives at Bay Area colleges and universities appeal to undergraduates' concerns for job placement. Many language departments have started to integrate language study with mastery of a complementary body of knowledge, such as the understanding of a country or culture. Whether the goal is to speak conversationally in business or to translate increasing emphasis is placed on learning foreign languages for a practical end. Certificate programs appeal to students' desires to have language study result in a skill with market value by formalizing the attainment of a specified level of language proficiency. Finally, more language departments offer career counseling to students to help them capitalize on language skills.

4. Significant Initiatives to Increase International, Comparative, or Cross-Cultural Curriculum Content

Innovations at Bay Area colleges and universities to increase the international, comparative, or cross-cultural content of their curricula are surveyed in this section.

At the University of California, Berkeley, initiatives come under three general areas: developing new courses and requirements, methods of counseling students for careers with an international focus, and using foreign visitors and students to full advantage. These are discussed below.

New course developments at Berkeley that would expand the international content of the curriculum include: a lower division seminar focusing on themes from a non-Western perspective in the department of Afro-American studies; a course on immigration in the Chicano studies department; expansion of a Western civilization sequence and consideration of a parallel sequence in Eastern civilization in the College of Letters and Science; developing four additional courses in the department of anthropology; addition of a history requirement that undergraduate majors take a course in either Latin America, Asia, or Africa; and establishing a faculty international business group in the School of Business Administration.

Several innovations have taken place in career counseling at the University of California, Berkeley. In 1981, the Office of Pre-Professional and Pre-Graduate Student Advising initiated an International Affairs Graduate School Day. This was preceded by three workshops on career planning including Preparing for the Foreign Service, Life and Work in the Foreign Service, and Working with a Foreign Language. Presentations and interviews were taped on video for use by individual students as well as broadcast on a University cable televison program. The Center for Latin American Studies established a systematic program of career advising for students in Latin American and Mexican studies.

Finally, U.C. Berkeley maximizes exposure to international

perspectives by taking full advantage of foreign guests and students on their campus. In spring, 1982, the Institute of International Studies started to videotape interviews with distinguished foreign visitors to the Berkeley campus. Tapes are made part of an historical record which can be used in course work and to broaden exposure to the public by broadcasting them on the university cable television program. A large number of foreign faculty and researchers also increases exposure to international perspectives.

San Francisco State University and Chabot, Foothill, and Merritt Colleges either did not respond to this question or responded that there were, at present, no significant initiatives to increase exposure to international education.

San Jose State University is starting to host Fulbright Scholars (two in 1982) and developing a new interdisciplinary program in world civilization that would have strong international content.

At the University of Santa Clara, the recent institution of language requirements (described in Section 2) was a significant initiative to expand the university's international focus, as has been the development of a program in international business studies that combines training in language, contemporary history, culture, and politics with courses in international business and economics.

At Mills College, respondents answered this question by pointing

out that a history teacher is developing, with the help of a Mellon Grant, a course for the Mills core curriculum on the ideas of state from ancient times through the 20th century. It will provide essential historical background for the study of international political affairs.

At Stanford, the development of a joint AB/MA program in International Policy Studies has been a very significant development. This program was initiated specifically to fill the needs of business for students broadly trained in the liberal arts who also have intensive knowledge of such aspects of international business as international relations, economic analysis, international economics and trade, and diplomatic history. This program also includes language training, a summer internship, basic training in some technical skill useful to business (for example, computer science, statistics, accounting, or operations research), and specialized training in some selected international problem area such as energy, food, economic development, Law of the Sea, etc. Respondents at Stanford also pointed out that more students are receiving exposure to international perspectives in the language department because of the institution of a requirement in foreign languages and the linking of language study more closely with vocational interests.

5. Summary and Discussion

In summary, there is evidence of some responsiveness on the part of Bay Area colleges and universities to the increased need for graduates prepared to function effectively in the international marketplace although cause and effect cannot be conclusively established. The study of languages is more widespread and less Euro-centric than it was a decade ago. There are many significant innovations by foreign language departments to meet the increased job placement concerns of undergraduates and by some schools, departments, and majors to strengthen the international content of their curricula.

It is also apparent, however, that these changes have been uneven and piecemeal. Innovations have been concentrated in the colleges and universities that already had substantial offerings in foreign languages and international education. Even within these schools, response has still varied considerably from department to department and program to program.

A major reason for the uneven and piecemeal quality of the changes and innovations is that there is no shared understanding of the new and significant need for internationally competent graduates. Consequently, there is no consensus about the appropriate educational policy response. One has the strong impression that ad hoc innovations have resulted from fear of declining enrollments rather than from the stronger position of gearing up to meet the new demand for graduates to work in the international marketplace.

It is our impression that international education in the Bay Area could be significantly enhanced by curricular planning based upon careful consideration of the new role to be played by international education and foreign languages in the next decade. Stanford and Berkeley have committees in place at this writing which are involved in just such consideration. A conference of educators from local colleges and universities could usefully convene to develop methods of meeting the challenge to produce internationally competent graduates. The involvement of local businesses and other employers with international interests could provide educators with useful information about the demands for international competence that exist outside academia.

In summary, there are instances in which Bay Area colleges and universities score high in their responsiveness to the need to produce internationally competent graduates. For example, in the nation as a whole the number of students studying foreign languages has declined over the past decade, but in the Bay Area there has been a modest increase in such students. Some schools have expanded their international curriculum and made changes to meet the job placement concerns of graduates. On the negative side, however, there has not yet been a planned response to the new demand for internationally competent graduates, and change has been ad hoc, uneven, and piecemeal.

It is suggested that Bay Area educators could benefit from a conference to increase communication from outside experts as well

as among their own ranks about ways in which educational policy can best respond to the new need for internationally competent graduates.

PART III. PRACTICAL EXPERIENCE IN INTERNATIONAL EDUCATION

An important aspect of preparation to work in the international marketplace is actual hands-on experience in an international setting. In fact, the 1979 Rand report, Foreign Language and International Studies Specialists: The Marketplace and National Policy, found in extensive interviewing that businesses were generally more interested in hiring employees with some "international sophistication" than with specialized knowledge of a language or geographic location. The practical experience offered by many of the travel and study abroad programs are ideal for acquiring this kind of sophistication.

The range of opportunities for hands-on international experience available to undergraduates at Bay Area colleges and universities is surveyed in Part III. The traditional way for students to gain international experience is to participate in study-abroad programs. To see how these programs have responded to changing times, student participation by geographic area for 1981-82 is compared to that for 1971-72, the content of the curricula of study abroad programs is examined, and respondents at the various colleges and universities report their perceptions of changes that have taken place in their programs over the past decade.

1. Off-Campus Programs

The University of California, Berkeley offers a wide variety of programs in which students can study in foreign countries. These are listed below with a short description of each program.

--Advanced Chinese Language Summer Program in Beijing. Instituted in 1981, this program offers students eight quarter units of academic credit for eight weeks of intensive language study on the campus of Beijing Normal Univerisity.

--AIESEC. AIESEC is the French acronym for the International Association of Students in Economics and Business. Its goals include developing internationally educated managers, promoting international understanding, and complementing theoretical education with practical business experience. A member of AIESEC who has participated in its activities may earn an internship lasting from two to eighteen months with an overseas business in any one of the 52 participating countries.

--CAL in the U.N. This program places Berkeley students in various U.N. agencies for the summer with small stipends.

--Conservation and Resource Studies. This major offers an internship related to students' academic foci. Approximately 20 percent of the internships are completed abroad.

--Education Abroad Program (EAP). The Education Abroad Program is a UC systemwide program that offers a full year of study abroad for UC credit to upper division students. Approximately 170 Berkeley undergraduates participate in this project annually. EAP has agreements with 52 host universities in 21 countries including: France, Germany, Israel, Kenya, Mexico, Norway, Peru, Spain, Sweden, Togo (French West Africa), and the United Kingdom/Ireland. Vienna is limited to music, art, and Eastern European studies. Emphasis for UC students in Sao Paulo is Portuguese language and Brazilian literature. Most UC students concentrate on Arabic and Middle Eastern studies in Cairo. Core courses are offered in language, art history, and political science at Padua. Intensive language study is the emphasis in Hong Kong, Tokyo and Leningrad. Students in every academic discipline have been enrolled in EAP; most have come from the humanities, but students in the social sciences, natural sciences, and in professional fields have also had successful experiences in the program.

--Field Studies: The Global Economy. In conjunction with the undergraduate major in development studies, this course examining the historical, theoretical, and practical context of the international economy offers field placements in corporations, banks, governmental and non-governmental organizations, research centers, and other agencies in the Bay Area.

--Oxford/Berkeley Program. This program offers students a three week or six-week session at Worcester College, Oxford.

--Summer Work Abroad Program in France. This work-exchange program has provided the opportunity for approximately twenty Berkeley students to work in France each summer, and for French participants to be placed in summer jobs in the Bay Area.

--Other. In addition to the programs administered through the Office of International Studies, students and professors set up independent study abroad programs.

The California State University system (San Francisco and San Jose State Universities in our sample) offers a year of study abroad to upper division students through their International Programs Division. There are a multitude of programs, including those offering coursework in the humanities and social sciences in Brazil, China, France, Germany, Israel, Italy, Japan, Mexico, Peru, and Canada. In addition, there are programs in these and other countries focused upon specific academic areas, including agriculture and South Pacific culture (New Zealand), architecture (Denmark and Italy), Chinese art and art history (the Republic of China), criminal justice (Denmark and Germany), international business (at many sites in Asia, Europe, and Latin America), international development studies (Sweden), science and mathematics (Sweden), Soviet and Eastern European studies (Sweden).

In addition to the programs listed above, San Francisco State University offers a Semester-in-London program. San Jose State

University offers student teaching opportunities in Latin America, an exchange between students in the School of Business and the Netherlands School of Business, and internships in a foreign country through the Center for Transnational Studies (in leisure studies), as well as many summer programs or short trips abroad organized by topic and geographic area (for example, press freedom in England, Italy, and Yugoslavia), some of which are for academic credit and some of which are not.

Chabot College reports that international travel and study for academic credit are now prohibited by action of the Chancellor's Office for Community Colleges of the State of California.

Foothill College offers a summer of working and living abroad through the International Cooperative Education Program. Merritt College reports that there has been an exchange professorship initiated by faculty interest and that there is current faculty interest in a summer course abroad. In the 1980-81 academic year (before the present restriction on travel for academic credit) two professors initiated and led a six-week interdisciplinary tour of Spain for 28 students, and 24 students spent four weeks in China studying anthropology.

The University of San Francisco is an associate member of the Institute of European Studies which offers junior year programs in Durham and London in England; Paris and Nantes in France; Freiburg in Germany; Madrid; and Vienna. USF also participates in the Gonzaga University program in Florence and the Loyola

University program in Rome. There are additional junior year abroad programs in Tokyo and, through the St. Ignatius Institute, at Oxford and in Innsbruck, Austria. USF sponsors a six-week summer session in cooperation with Shanghai East China Normal Univeristy in Shanghai, China.

The University of Santa Clara offers semesters in Washington, D.C. and the United Nations. It also has an extensive junior year abroad program including the Institute of European Studies programs (listed above), the Loyola University in Rome and Gonzaga University program in Florence as well as programs at Sophia University in Tokyo and Twickenham, England. A summer program at Durham, England is also available.

At Mills College, students can take a year abroad in the following countries: Austria, England, France, Germany, Ireland, Israel, Italy, Mexico, and Spain. A Foreign Policy Program at American Univeristy in Washington, D.C. is also offered.

Stanford has a variety of programs abroad. These include centers in Berlin, Cliveden, Florence, Tours, Vienna, Paris, Salamanca, Haifa, Rome, Lima, Nairobi, Sao Palo, Peru, and Kenya. Other programs include language study at the Inter-University Center for Japanese Language Studies in Tokyo and for Chinese Language Studies in Taipei. AIESEC now has a chapter on the Stanford campus.

A new program for engineering students at Stanford, funded in part by a West German foundation, is the Krupp Internship Program that includes a three-month placement to learn West German engineering, science, and managerial methods. Over twenty West German companies offer to employ and provide a monthly salary for one or more interns. Stanford has recently arranged additional placements for engineering students in Germany above and beyond the Krupp Internships.

Stanford students also participate in the Volunteers in Asia program which is run independently from the University. In this program students live with families and work in the community.

Finally, students also can design independent study programs abroad that can later be credited toward university requirements.

2. Students Participating in Study Abroad Programs, 1971-72 and 1981-82

Table 7 presents information about the numbers of students participating in study abroad programs in 1971-72 and 1981-82 by geographic area. Observations about these tables include that:

- Only a very small percentage of students at Bay Area colleges and universities (2.1% in 1981-82) participate in study abroad programs;

TABLE 7

UNDERGRADUATES STUDYING ABROAD

	MILLS	SFSU	SJSU	STAN.	UCB	USF	U. St. C.	Total
1971-72 Total	na	340	42	688	116	na	68	1,254
1981-82 Total	20	439	19*	618	224	35	80	1,404
% of FTE	2.6%	2.8%	.1%	9.4%	1.1%	1%	2.4%	2.1%
1981-83 students								
-in Africa	0	0	0	1	7	0	0	8
-in Asia	0	55	1	2	13	10	0	81
-in W. Europe	20	296	17	601	168	25	80	1,207
-in E. Europe	0	0	0	0	3	0	0	3
-in Lat.America	0	41	1	6	5	0	0	53
-in Mid.East	0	17	0	8	9	0	0	34

*Figure includes only those on CSU-sponsored programs.

- The numbers of students studying abroad from 1971-72 to 1981-82 has increased only slightly, from a total of 1254 to 1404;

- The overwhelming majority of students (86% in 1981-82) going abroad study in Western Europe;

- There has been some dispersion of students to geographic areas other than Western Europe over the past decade. In 1971-72, 90% of students going abroad went to Western Europe, as compared to 86% in 1981-82;

- The geographic areas showing the largest increases in students over the past decade have been Asia (from 35 to 81 students per year in the past decade) and Latin America (from 7 to 63 students per year in the same time period);

- Study abroad in Africa increased from zero students in 1971-72 to 8 students in 1981-82.

3. Coursework in the Social Sciences and Policy-Oriented Fields in Study Abroad Programs

Historically, study abroad programs were geared toward students in the humanities. One measure of the degree to which programs have kept pace with the times is their incorporation of coursework in the social sciences and policy-oriented fields. These curricula are surveyed here.

The University of California, Berkeley reports that the curriculum of the Education Abroad Program reflects, but does not exactly mirror, the undergraduate curriculum in the humanities and social sciences.

San Francisco State University cites, in particular, courses in international development studies, area studies, and international relations as examples of courses in the social sciences and policy-oriented fields offered in their study abroad programs. A more complete list of specialty fields offered in the California State systemwide program for study abroad is included in the description of these programs in Section 1.

At Merritt College, the summer abroad programs have included anthropology-sociology, geography, and political science in Spain; anthropology in China. The College has discontinued summer abroad programs for academic credit.

At the University of San Francisco and the University of Santa Clara, it is pointed out that most of the Institute of European Studies campuses offer courses in economics, area politics, and international relations.

At Stanford University, curricula for nearly all of the programs abroad include social science and policy-oriented courses. They report a strong, steady movement toward the inclusion of more of these courses.

4. Shifts in Study Abroad Programs from 1971-72 to 1981-82

The University of California, Berkeley cites several changes in the study abroad programs over the past decade. To a certain extent, programs and students participating in them have mirrored global shifts in orientation. For example, there has been increased interest in the Third World, considered "too esoteric, too risky, or too far afield from academia" a decade ago. A program is currently being launched in India. Following the conservative trend of the last several years, there is now a current surge of student interest in a classical, fine-arts education.

Participation among students has followed the general flow of interest in subject areas, from the humanities to the applied fields and back again. An overall trend for students in applied majors such as business to exhibit more social concern and humanistic values is noted.

Another important trend affecting international study noted at Berkeley is the loss of financial aid, from both within and outside the university. A 1981 Rand Corporation study reports that funding for student exchange programs (including graduate programs) decreased 90% from the 1960's. What little federal support for study abroad that had existed was eroded during this time period. Within the university, a lack of clarity about

whether programs should be funded by registration fees or from instructional funds as academic programs is one policy problem that presently affects support for study abroad programs.

At San Francisco State University, changes over the past decade include the addition of international business programs in Asia, Europe, and Latin America and the shift from a geographical to a discipline focus.

San Jose State University and Chabot and Foothill Colleges report no major shifts in their programs. At Merritt College, the international education offerings were significantly affected when two professors initiated a program of travel and study in Spain.

The University of San Francisco reports that the development of their summer program in Shanghai was something of a breakthrough. At the University of Santa Clara, demand has increased for courses in economics and business in the overseas programs. Mills College has experienced a similar increase in demand for more courses in international economics.

Stanford University reports that a major change for them has been to reduce the physical facilities for their overseas programs. Study abroad was once done at Stanford enclaves termed "overseas campuses." Now most students live in the communities where they are studying. Although a 50% budget cut in 1974 expedited the policy toward decentralization, the decision to have students

less removed from and more actively involved in the communities and countries in which they were studying pre-dated any loss of funding. Students and faculty alike felt that as much, if not more, of the real learning in a year abroad program came from the experience of living in a foreign country and interacting with local residents as came from the formal academic program.

Several developments at Stanford have concerned the expansion of courses and programs beyond the humanities. The past decade has seen more focus on social science courses and even the development of a "professional focus program" in England on health care and public policy. The Krupp Foundation Engineering Internship Program in Germany targets engineering students. A final noteworthy development is an increase in science students going overseas. This growth is attributed to the fact that more professors in the sciences are applying to teach overseas, which encourages students to go with them. This in turn has the effect of making even more professors enthusiastic about recommending foreign study experiences to their students.

5. Summary and Discussion

In summary, a multitude of off-campus programs offer in-depth experience in international education at responding Bay Area colleges and universities. These programs differ according to geographic location, whether the program is one that gives academic credit, length of time the program lasts, and the number

of students accommodated in the program.

There are areas in which considerable progress is evident in these programs. If the old-fashioned model for study abroad is a tour of the highlights of Europe's material culture while maintaining a distance from its people and popular culture, considerable strides have been taken to break away from this model.

One area of progress is in the amount of interaction with host countries and individuals. Many programs now have a work component and some provide living accommodations with foreign families. Stanford's decision to move away from "overseas campuses" typifies this aspect of change, and the Volunteers in Asia program in which students live with families and hold jobs in the local economy exemplifies a program in which students are integrated as fully as possible into the communities where they are placed.

Progress has also been made away from the traditional Eurocentrism. In the past decade a number of programs have been developed in non-European countries, and the distribution of students has consequently spread to non-European countries. The vast majority of students who go abroad, however, still go to Europe, and there is considerable room for a better geographic distribution of students.

Another area of progress has been in reaching students with

academic interests in areas other than the humanities. The social science curricula of many foreign study programs have been enhanced, and programs have been developed that target special academic interest groups. The California State University programs that focus on many academic specialties and pre-professional interests are particularly effective at targeting a diversity of academic interests.

In light of the few curricular requirements or offerings for students in the sciences found in Parts I and II of this report, study abroad programs for these students are of special note. The California State University system offers a variety of programs for students in mathematics and the sciences, and Stanford has a summer program for students interested in medicine. Of great relevance also are the foreign exchange opportunities for science professors at Stanford which have snowballed to involve more and more students and professors. Such programs undoubtedly play the additional role of legitimizing international education in subject areas where it has traditionally had a minor or non-existent role.

Study abroad programs have not made progress in involving more students. Only a small percentage of students participate in these programs, and this percentage is just about equivalent to that of a decade ago. In this respect, the off-campus internship program in conjunction with the Berkeley major in the global economy is particularly interesting. Field placements in local

corporations, banks, government offices, etc. provide students with an important experience in international education. Because such placements do not necessitate huge outlays of time and money or entail geographic dislocation, they may well have the potential to reach more students than off-campus programs such as the traditional study abroad programs. They also model active cooperation between industry and education in educating students for competence in the international marketplace.

In summary, study abroad programs have made progress in being less Euro-centric, less confined to students in the humanities, and more cooperatively involved with host countries. There is still considerable room for improvement in each of these areas. The numbers of students participating in such programs does not reflect any response to the new need for students with international competence. It is suggested that Bay Area colleges and universities could produce more internationally competent graduates by developing more innovative programs that provide international experience without requiring major commitments of time and funds.

PART IV. CONCLUSION

This survey has examined foreign language and international education curricula at a sample of Bay Area colleges and universities to determine how, if at all, they are responding to the new and pressing need for graduates with international sophistication. Taken in aggregate, these institutions currently score low in preparing large numbers of internationally competent undergraduates and high on producing small numbers of students with considerable expertise. In summary, most students can achieve an undergraduate education with no significant preparation for working in the international marketplace.

With nearly every segment of our economy dependent to some extent on the international marketplace and a broad spectrum of employees having direct need for a global perspective, this model of international education for the select few is no longer appropriate. There is an urgent need to expand and upgrade foreign languages and international education.

Although inadequate to meet current realities, there is evidence of some responsiveness to the increased need for graduates prepared to function effectively in the international marketplace. For example, in contrast to the rest of the

country, the study of foreign languages is more widespread in Bay Area colleges and universities than it was a decade ago. It is also less Euro-centric. There have been some innovations by foreign language departments to meet the increased job placement concerns of undergraduates, and by some schools, departments, and majors, to strengthen the international content of their curricula. There has also been some attention - but far too little - given to the actual language proficiency of those who do take language courses; completing certain coursework is too often confused with achieving command of a language.

Significant as they are, the changes reviewed in this survey have been uneven, piecemeal, and ad hoc. There is no shared understanding of the new and pressing need for internationally competent graduates and, consequently, no consensus, or even much discussion, about the appropriate educational policy response.

This report recommends that international education in the Bay Area could be significantly enhanced by curricular planning based upon careful consideration of the new role to be played by international education and foreign languages in the next decade. A conference of educators from local colleges and universities could usefully convene to develop methods of meeting the challenge to produce internationally competent graduates. The involvement of local businesses and other employers with international interests could provide educators with further information about the demands for international competence that exist outside academia.

In the final area of international education considered in this report, off-campus programs (which are primarily study abroad programs) have made progress in the past decade in being less Euro-centric, less confined to students in the humanities, and more cooperatively involved with host countries. There is still, however, considerable room for improvement in each of these areas, as well as in increasing the numbers of students involved in these programs. Those numbers have not significantly increased in the past decade. It is suggested that Bay Area colleges and universities could produce more graduates who are internationally competent by developing innovative programs which could draw more extensively on the resources of Bay Area corporations and non-profit organizations.

APPENDIX I.

NAME OF INSTITUTION:

BAY AREA AND THE WORLD

HIGHER EDUCATION FOREIGN LANGUAGE AND INTERNATIONAL STUDIES SURVEY

1a. Please indicate whether your institution has any graduation requirement in foreign language or international studies in effect or under active consideration at this time:

Foreign Language Requirement:

International Studies Requirement:

1b. Is there a language requirement in effect or under active consideration for general undergraduate admission? (If yes, please specify.)

2. Please list any schools or undergraduate majors within your institution which require foreign language or international studies for graduation: (Please use separate sheet if additional space is needed.)

3a. Please list below any undergraduate major or other academic programs on campus which have a substantial focus on contemporary international, comparative or cross-cultural issues. Please include any programs of this kind under active consideration and attach a brief description of each program.

3b. Does your institution sponsor or participate in any off-campus programs of the kind described in 3a above? (e.g. international internships, study abroad, Washington foreign policy internships, etc.) Please indicate program name and attach a brief description.

4. Please list below the number of undergraduates studying or working for academic credit in study abroad programs sponsored or approved for credit by your institution (include summer, semester, quarter, full-year programs):

	1971-72	1981-82
Africa:		
Asia: Hong Kong, Japan, Korea, Singapore, Taiwan		
Asia: all other countries		
Middle East:		
Eastern Europe:		
Western Europe:		
Latin America:		
Other (please specify):		

5a. What major shift of focus, if any, has there been from 1971 to 1981 in the study abroad programs in which your students participate? (For example: less emphasis on the humanities, more emphasis on economics, policy studies, area politics, international relations, etc.)

5b. Do your study abroad programs offer coursework or emphasis in such social sciences and policy-oriented fields as those suggested in 5a above? If so, please indicate which fields are offered:

6a. Please indicate total enrollment in first-, second-, and third-year language courses at your institution during 1971-72 and 1981-82:

	1971-72			1981-82		
	1st year	2nd year	3rd year	1st year	2nd year	3rd year
Chinese						
French						
German						
Italian						
Japanese						
Russian						
Spanish						

Please list any other languages and enrollments on a separate sheet.

6b. Has there been any formal curricular change by the language departments at your institution in response to the increased job placement concerns of today's undergraduates? If so, please describe briefly.

7. In each of the course categories below, please indicate total undergraduate enrollment in courses having a substantial focus on contemporary world issues. (Indicate "NCO" if no courses were offered.)

	1971-72	1981-82
International or Comparative Economics		
International or Comparative Politics		
Sociology or Anthropology of Foreign Cultures		
Geography		

continued...

Area-specific Courses:		1971-72	1981-82
Africa	number of courses total enrollments		
Asia	number of courses total enrollments		
Middle East	number of courses total enrollments		
Eastern Europe	number of courses total enrollments		
Western Europe	number of courses total enrollments		
Latin America	number of courses total enrollments		
other (specify)	number of courses total enrollments		

(Please use separate sheet if more space is needed.)

8. Please describe briefly any significant initiatives (including assessments or evaluations) recently completed, underway or planned by your institution to increase international, comparative, or cross-cultural curriculum content or experience: (Please use separate sheet if more space is needed.)

9. Total undergraduate FTE enrollment in your institution:
1971-72: 1981-82:

10. May we identify your institution by name in our report (a copy of which will be sent to you)?

11. Name and title of person responsible for completing this questionnaire:

Address:

Office Telephone:

PLEASE ENCLOSE A COPY OF THE CATALOG AND ANY OTHER RELEVANT DESCRIPTIVE MATERIAL. THANK YOU.